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ABSTRACT

Three different ways of integrating writing and thinking into the classroom are using double-entry notebooks, literature logs, and process journals. In a double-entry notebook, the writer takes notes on the reading, collects direct quotations, makes observational notes, and writes fragments, lists, and images on the left side of the notebook. On the facing page, the student writer takes notes about the notes, summaries, formulations, aphorisms, editorial suggestions, and revisions, and comments on the comments. Useful for most subject areas, the double-entry notebook helps students interact with the text and decide on the meaning it holds for them. Literature logs focus on finding meaning in novels, short stories, poems, and plays, as well as represent the interaction of the reader with the text. The process journal bridges the gap between reading and writing and enables writers to gain insight into their own method of writing by telling what has happened so far in a particular piece and planning what to do next. (Appendixes contain sample entries from a double-entry notebook, a literature log, and a process journal.) (EL)

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FINDING A MEANING: READING, WRITING, THINKING

APPLICATIONS: DOUBLE-ENTRY NOTEBOOKS

LITERATURE LOGS

PROCESS JOURNALS

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FINDING A MEANING: READING, WRITING AND THINKING

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LITERATURE LOGS

PROCESS JOURNALS.

I, too, have found using journals in response to literature a valuable tool for my students. But I have been interested in finding new ways of integrating writing and thinking into my classroom. This year, I experimented with three different approaches to integrating reading/writing/and thinking, methods that I learned during the summer at the New York City Writing Project. I decided to experiment with double-entry notebooks, literature logs and process journals.

I read Ann Berthoff's book The Making of Meaning that convinced me that I had been doing too much thinking for my students. I realized that my coaching students with reading guides was depriving them of the opportunity to arrive at their own meaning; instead they were affirming the meaning I had formed when I wrote the reading/question guides. Berthoff suggests the following:

> Writing can help develop a critical method of reading by, first of all, providing for students an example of a text coming into being-their own; and, second, by encouraging habits of reflective questioning in the process of reading, chiefly by means of interpretive paraphrase, writing can help students replace the nonquestion, "What is the author trying to say?" with the critical question, "How does it change the meaning when I change the text and put in this

> way?" The double entry notebook, by offering the chance to practice interpreting in such a way that whatever is learned about reading is something learned about writing, can teach that how we construe is how we construct. Languaging is our means of making meaning.[1]

A double-entry notebook or dialectical notebook can be any notebook in which the writer collects information on one side and comments on the information on the facing page.

On the left side the writer takes notes on the reading, collects direct quotations, makes observational notes, writes fragments, lists, images. On the facing page, the student writes notes about the notes, summaries, formulations, aphorisms, editorial suggestions, revisions, and comments on the comments. (See Appendix A) The facing pages are in dialogue with one another, a dialectic or as I.A. Richards calls a "continuing audit of meaning."[2]

The student samples here reflect early grapplings with the new method. After several attempts, the students find their own way/method of responding to observations in the test. In the observation column, the student selects anything from the text that speaks to him/her. In the first entry under Comments, the student has expressed an aphorism: "Man cannot control nature." Later on the student expresses outrage over

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1 Ann E. Berthoff, The Making of Meaning (New Jersey: Boynton/Cook Pub. Inc., 1981), p. 45.

2 Ibid., p. 42.

what has happened to the character. And in the last comment, the reader is trying to relate to the author's perception "What a little circle man's experience is." I used the notebooks as a means of moving from personal response to expository essay.

The double-entry notebook helps students interact with the text and decide on the meaning it holds for them. I have introduced the concept of dialectical notebooks to several science teachers who have incorporated the journal and this method into their Forensic Science course. Based on their observations and comments, students were asked to write either expository or creative piece in the science classroom.

In summary, the double-entry notebook encourages students to look and look again; it creates the framework for critical reading and critical thinking. Whenever students read and write they are interpreting and composing - they are making meaning.

Whereas the method of the double-entry notebook is useful in most subject areas, literature logs focus specifically on finding meaning in novels, short stories, poems, plays.

A literature log represents the interaction of the reader with the text. Unlike the double-entry notebook, the observations that triggered the response are internalized, and the student records only the response.

In a log, the reader is asked to think out loud on paper: to question, respond deeply, solve problems, to explore

ideas. Students might write daily entries or students may write entries whenever the reading of the text dictates or when the text strikes them as significant or when the student has a question. Some students find it easier to get started on their daily logs if they can refer to a menu of sentence openers. Marcie Wolfe of the N.Y. City Writing Project recommends the following sentence openers and encourages students to add others to her list. Students may begin their response with these openers:

1.	I can't believe	5.	I'm not sure
2.	I wonder why	6.	If I were
3.	I noticed	7.	I began to think
4.	I think	8.	I realized

This year, I have found students use of literature logs educational for me, as well. Students became aware of their reading process through the use of logs. (See Appendix B) Examples: This 12th grader, responding to Bartleby in the first entry, realizes the importance of the role of the narrator and the significance between what he says and what he does. In the second entry, the student questions Bartleby's passiveness and then makes an association with another novel, read in the class, Winesburg, Ohio. She sees Bartleby as a grostesque. In the third entry, the reader is finally perplexed by the identity of the character. These observations

show analytic thinking and independent thinking. With this log, the student can move into writing a formal expository essay.

In the ninth grade sample, the student plays with his responses and projects his personality in his response and at the same time asks significant questions. The three entries move from questioning in chapter 30 - Why does Saroyan introduce another character so late in the story? - to trying to find a connection between the part to the whole in chapter 36 and then ending with the direct quotation for the text which speaks for itself.

Both students moved into critical thinking. The use of literature logs followed the use of double entry notebook which, by coming first, served as a foundation for moving from the concrete to the abstract. Literature logs gave me insight into the student's reading process. For the student, the log became a record of his own reading through creating a second text - his own.

The process journal bridges the gap between reading and writing. While the student learns more about his reading process through literature logs/notebooks, the student learns how he approaches writing in the process journal. The process journal entry can be written in the student's notebook or journal and it follows directly after a specific writing assignment.

In a process entry, the writer describes where he is with a particular piece. The writer tells what has happened so far and what he may want to do next. The objective of writing process enables the writer to gain insight into his own method of writing. The writer learns that each person's process is different.

When do students write process?

1. Usually at the beginning of the period to begin the class period and in response to a written homework assignment.

2. The student may share with the class or with his writing group or keep his response private.

3. The process journal entry serves as a process monitor; it asks these questions: What has happened so far in this piece and to you? How did you get here? And what will you need to know to move on?

Below are samples of 9th grade student process. (See Appendix C) The process journals are very personal. They include these statements: I discovered; I realize; I thought; I reread; I changed; I decided; I tried; I expanded; and I wrote.

Sharing process is non-threatening experience; it is enjoyable, original and honest. The students look again at how the process of writing involves them. I too, keep a process journal. I write process about my own writing (when I do the assignment with the class) and to model process writing for

them. I also write about the process of learning and teaching. I would like to share with you an entry I wrote on Janury 22nd:

> "I like the idea of using a process journal because it is the best way for students to understand their own personal styles in reading and writing. Giving the process journal importance, shows respect for the total process of learning outside of tne classroom. I ask myself this question: Does this method build strategies for style, learning, and studying?"

Appendix A

Diane Wrobleski

Scarsdale High School: NCTE, March 1985

On one side of an open notebook, writers take notes, copy texts, record observations; on the facing page, they respond to those responses, taking notes on their notes and commenting on their comments, observing their observations and thinking about their thinking. The dialogue journal - also called a dialectical or double-entry notebook - is familiar to artists and scientists: it encourages both accuracy and speculation; it helps develop the habits of reflection which constitute critical inquiry and creative thinking. It is a way of writing which can start in kindergarten with the teacher as scribe and continue through graduate school into the professions and the workplace. Ann E. Berthoff, "Facets," English Journal, September, 1984.

DOUBLE-ENTRY NOTEBOOK*

Observations	Comments
Chapter 6: Winter comes to town. The sky was full of clouds.	Nature is most powerful and man can have no control over it.
Antonia went away with Larry Donovan. She had a baby, but Larry never married her.	I can't believe this happened to Antonia. I mean, how could it happen. Tony is a very nice kind person. She doesn't deserve it. But I feel a little disappointed for her.
Page 189: Lena said to Jim, "You are going, but you haven't gone yet, have you?"	I don't clearly understand what she meant by this, but there is something about it that attracts me.
Page 238: Jim found out what a little circle man's experience is.	I don't know when I will be able to feel this through my own experience.

* (Excerpts from 12th grade students' double-entry notebooks on My Antonia, by Willa Cather.)

Appendix B

Diane Wrobleski

Scarsdale High School: NCTE, March 1985

Literature Logs

A reading/literature log connects the student with the text. The reader is asked to think out loud on paper: to question, respond deeply, solve problems and explore ideas in a personal manner. Some students find it easier to get started on their daily logs with suggested sentence openers. For example:

1. I can believe...
2. I wonder why...
3. I noticed...
4. I think...
5. I'm not sure...
6. If I were...
7. I began to think of...
8. I realize...

(The above sentence openers were prepared by Marcie Wolfe/New York City Writing Project.)

Below are samples of student logs which served as the first step in the process leading to writing an expository essay.

Literature Log: 12th grade studen on Bartleby, by Herman Melville:

- I realize that the narrator always brings business first, and does not think deeply about his employees' strange characteristics. But I somehow feel that the time will come when he is forced to think deeply about them.

- The narrator says that he is irritated by Bartleby's passiveness. If he is passive, then why does he refuse to do anything his master said so strongly? I feel that he is not at all passive. In Anderson's way of speaking, he is a "grotesque" who is quite and placid outside, but has something very strong inside.

- Who is Bartleby?

Literature Log:	9th grade student on The Human Comedy, by William Saroyan:
Chapter XXX:	Huh. Absolutely no point to this entire chapter. Why does Saroyan introduce another character so late in the story? What is the significance of not letting anybody know what is in the letter?
Chapter XXXVI:	Once again, Spangler has confused me completely. It seems that Spangler has just realized that he is an American. O.K. What on earth made him decide that, and what does it matter in the story?
Chapter XXXIX:	"You're waiting for the part that's flesh to die, the part that comes and goes."

Appendix C

Diane Wrobleski

Scarsdale High School: NCTE, March 1985

USING WRITING TO MAKE YOUR OWN MEANING

PROCESS JOURNALS:

Description: In a process entry, the writer describes where he is with a particular piece. The writer tells what has happened so far and what he may want to do next.

Objective: Writing process enables the writer to gain insight into his own method of writing. The writer learns that each person's process is different.

Below are samples from the process entries of ninth grade students engaged in "Describing a Place."

> I discovered how much the Drama club room means to me. I also realized that I described it to be a dirty, uncomfortable dump, but you have to really see it and come there often to realize how comfortable it is and how much you really like it.
>
> Now that I have done the activity, I realize that Egypt is really not the greatest place to live in or visit many times. There is nothing tremendously special about it except the ruins and treasures. The heat and flies make it uncomfortable to be outside and I was afraid to drink the water.
>
> The questions that we were asked made me think hard about my place. Every idea I thought of triggered another idea. New feelings, images, and ideas emerged. I think people would see this place as I see it, except that certain incidents make this place mean more to me.
>
> I reread everything that I had written so far and I kept parts of my first revision that I had liked and my group had liked including words, phrases and even a story. Then I expanded on the positive aspects to create a thrilled mood instead of stating my unhappiness from the room.

I wrote in a different way when I wrote my piece a second time. I changed it because I think that it sounds better and makes more sense.

Last night while revising, I looked at the organization of my ideas. Then I decided to change the order of my sentences and complete the unfinished ones. I tried to focus my ideas on a tone and a subject.